



**UNIVERSITI PUTRA MALAYSIA**

**PSYCHOLOGICAL FACTORS ASSOCIATED WITH STUDENTS'  
ACADEMIC ACHIEVEMENT IN AN INTERNATIONAL SCHOOL IN  
KUALA LUMPUR**

**UGET APAYO UGUAK.**

**FPP 2005 1**

**PSYCHOLOGICAL FACTORS ASSOCIATED WITH STUDENTS'  
ACADEMIC ACHIEVEMENT IN AN INTERNATIONAL SCHOOL IN  
KUALA LUMPUR**

**By**

**UGET APAYO UGUAK**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

**October, 2005**



## **DEDICATION**

**This thesis is dedicated to my late father Apayo Uguak Bouk, mother Ahok Ajang Amoi, late brothers and sister who always affected my mind and memory; May God blesses them.**

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in  
fulfilment of the requirements for the degree of Doctor of Philosophy

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STUDENTS' ACADEMIC ACHIEVEMENT IN AN INTERNATIONAL  
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By

**UGET APAYO UGUAK**

**October, 2005**

**Chairman: Professor Habibah Bt. Elias, PhD**

**Faculty: Educational Studies**

This study investigated the relationship between psychological factors and students' academic achievement among foreign students in an international school in Kuala Lumpur. The academic achievement of the students in the target international school was unevenly distributed among the students. This uneven distribution was studied to identify the psychological factors that best predicted the students' academic achievement. The research employed an ex post facto design and the data was collected through a set of questionnaires. One hundred and fifty subjects were randomly selected out of seven classes based on Kerlinger and Pedhazur (1973); Cohen's (1988) principles and formula respectively.

Both descriptive and inferential statistics were used to analyze the data in the study using SPSS. The statistical techniques used were Descriptive Statistics, Independent-Sample t-test, Analysis of Variance (ANOVA), Pearson Product Moment Correlation (r), and Multiple Linear Regression.

The research findings showed that there was no statistical significant difference between female and male students on psychological factors (adjustment, motivation, attitude, locus of control, self-efficacy, and attribution). The findings also revealed that the primary and secondary levels were significantly different only on locus of control. A positive and significant relationship was also found between psychological factors and academic achievement with strengths ranging between moderate and low.

The results of the multiple regression analysis showed that attribution, adjustment, self-efficacy, and attitude were significant predictors of academic achievement. The  $R^2 .547$  implies that the four predictor variables explain about 54.7% of the variance in academic achievement. On the other hand, Locus of control and motivation were not significant but positively related to academic achievement. Generally, the findings indicated that the four psychological factors were the most significant factors in explaining the variance of academic achievement.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**FAKTOR-FAKTOR PSIKOLOGI YANG BERKAITAN  
DENGAN PENCAPAIAN AKADEMIK PELAJAR DI SEBUAH SEKOLAH  
ANTARABANGSA DI KUALA LUMPUR**

Oleh

**UGET APAYO UGUAK**

October, 2005

**Pengerusi: Profesor Habibah Bt. Elias, PhD**

**Fakulti: Pengajian Pendidikan**

Kajian ini dijalankan untuk mengkaji hubungan antara faktor-faktor psikologi dengan pencapaian akademik di kalangan pelajar asing di sebuah sekolah antarabangsa. Pencapaian akademik pelajar asing di sekolah antarabangsa didapati berbeza taburannya di kalangan pelajar. Taburan yang tidak sama rata ini dikaji untuk mengenalpasti faktor-faktor psikologi yang menjadi peramal terbaik dalam pencapaian akademik pelajar. Kajian ini dijalankan dengan menggunakan reka bentuk ex post facto dan data dikumpul dengan menggunakan soal selidik. Sebanyak seratus lima puluh subjek telah dipilih secara rawak daripada tujuh buah kelas berdasarkan prinsip dan formula Kerlinger dan Pedhazur (1973); dan Cohen (1988).

Statistik deskriptif dan inferensi telah digunakan untuk menganalisis data kajian ini. Pakej statistik untuk Sains Sosial (SPSS) versi 11.5 telah digunakan dalam analisis data. Teknik-teknik statistik yang digunakan ialah statistik deskriptif, ujian t tidak bersandar, analisis varian (ANOVA), korelasi Pearson (r) dan analisis regresi linear pelbagai. Hasil kajian menunjukkan tidak terdapat perbezaan statistik yang signifikan di antara pelajar perempuan dan pelajar lelaki dalam faktor psikologi (penyesuaian, motivasi, sikap, lokus kawalan dan atribusi). Hasil kajian juga menunjukkan pelajar peringkat rendah dan pelajar peringkat menengah berbeza dengan signifikan dari segi lokus kawalan. Hubungan yang positif dan signifikan turut didapati antara setiap faktor psikologi dan pencapaian akademik.

Hasil analisis regresi berganda menunjukkan atribusi, penyesuaian, efikasi sendiri dan sikap adalah faktor signifikan dalam meramalkan pencapaian akademik.  $R^2$  .547 menunjukkan bahawa empat pembolehubah peramal menerangkan 54.7 peratus varians dalam pencapaian akademik. Sementara itu lokus kawalan dan motivasi tidak signifikan tetapi berkaitan dengan pencapaian akademik. Secara umumnya, keputusan menunjukkan bahawa empat faktor psikologi merupakan faktor yang paling signifikan dalam menerangkan varians pencapaian akademik.

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To Professor Dr. Habibah Bt. Elias, for her efforts as the source of my success, strength, and inspiration for this work. She is a sincere and extremely caring educator who has always encouraged me to be creative in my research work. She has always to bring out the best in me to be a good researcher. She also patiently perused and validated the contents of the research instrument, from time to time. Her constant constructive ideas and criticisms as well as invaluable advice throughout this study provided me with the right direction and motivation to successfully complete this study.



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Likewise, I would like to express my gratitude to the Ministry of High Education, Sudan for granting me a permission to pursue for higher studies. I am equally grateful to my wife and children for their support, endurance and perseverance through all the tough times they experienced while I was preparing this work. Finally, I would like to acknowledge all types of support rendered to me technically, financially, and morally from other parties not mentioned herein that helped to make this research a success.




I certify that an Examination Committee met on 27 October, 2005 to conduct the final examination of Uget Apayo Uguak on his Doctor of Philosophy thesis entitled "Psychological Factors associated with Students' Academic Achievement in an International School in Kuala Lumpur" in accordance with Universiti Pertanian Malaysia (Higher Degree) 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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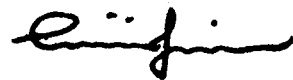


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## DICLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations that have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.



---

**UGET APAYO UGUAK**

Date: 14/02/06

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